DOCUMENT RESUME

ED 381 937 EC 303 883

AUTHOR	Carter, Susanne; Moore, Caroline
TITLE	Inclusion: An Annotated Bibliography. Supplement.
INSTITUTION	Western Regional Resource Center, Eugene, OR.
PUB DATE	Dec 94
NOTE	81p.; For the full document, see ED 372 573.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Case Studies; Check Lists; *Disabilities; Early Childhood Education; *Educational Methods; Educational Philosophy; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Legal Responsibility; Mainstreaming; Position Papers; Staff Development; Teacher Education

ABSTRACT

This annotated bibliography provides a listing of approximately 75 journal articles, reports, teaching models, symposia proceedings, monographs, and videotape recordings on inclusion of students with disabilities in regular education settings. The listing is organized by subject categories, including case studies, checklists, early childhood, fiscal implications, legal issues, legislation, philosophy, policies, position statements, research, staff training/preparation, strategies/implementation, teacher education/certification, videos, and miscellaneous. (JDD)

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Inclusion: An Annotated Bibliography Supplement

December 1994

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University of Oregon
Eugene, OR 97403-1268

EC 303883

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Capper, C. A., & Pickett, R. S. (1994, Spring). The relationship between school structure and culture and student views on diversity and inclusive education. ***Special Education Leadership Review,*** **2(1), 102 - 122.**

Descriptors: cultural diversity; survey; middle schools; attitudes; research; qualitative; peers; exclusion; administrators; case studies

Abstract: This article presents the results of a qualitative study which sought to discover how students at two middle schools view diversity and inclusive education and how those attitudes may be linked to the organizational structure of the cultures within each school. Although results of the study do not allow for the isolation of all variables which contribute to student attitudes, the findings lend themselves to the development of the following five hypotheses:

1) Exposure to inclusive practices at the elementary level of education develops a culture of belonging that extends to the secondary level of education;

2) A "culture of exclusion" may result from factors emanating from the home and community;

3) Certain structural elements with a school greatly impact on how students conceptualize diversity;

4) A culture that supports inclusion may result from structures that support inclusion; and

5) Exclusionary practices within a school impact negatively on how students characterize peers with disabilities; inclusionary practices within a school impact positively on how students characterize peers with disabilities.

The results of this study, as well as others cited by the authors, suggest that practices that limit or expand the opportunity for students to interact with peers with disabilities "can have a profound impact on the perceptions and subsequent behavior of students." Implications of the study's findings for administrator practice and preparation are discussed.

Dalheim, M. (Ed.). (1994). Toward inclusive classrooms. West Haven, CT: National Education Association.

Descriptors: inclusion; disabilities; case studies; checklists; curriculum; middle schools; elementary; behavior disorders; teachers; teams

Abstract: This document presents six experiences of teachers who have worked in varied inclusive projects: "Teaming up for Middle School Success" (two Virginia teachers discuss an alternative approach to teaching seventh grade environmental science); "Everyone Can Be a Scientist" (a Massachusetts teacher talks about how the annual science fair has become a peer-drive exhibition where everyone participates and succeeds); "The Inclusive Writing Workshop" (Georgia elementary school teachers talk about teaming to instruct a writing course); "Partners in Inclusion" (Rhode Island high school teachers talk about collaborative partnerships; "Language Arts, Milan-Style" (Ohio elementary teachers discuss teaching language arts in an inclusive setting); and "Integrating Andy" (middle school teachers in Vermont talk about the integration of a student with severe behavioral problems). These teachers, most of whom work in team teaching pairs, describe what worked and what didn't during their inclusion experiences, and provide diagrams, checklists, and tables which might be of practical use to other educators.

Source: NEA Professional Library
P.O. Box 509
West Haven, CT 06516-9904

Cost: $9.95

Schnepf, A. (1994, Summer). Introducing inclusion: A view from Clark County. ***The Principal Letters: Practices for Inclusive Schools,*** **16(4), 1 - 6.**

Descriptors: case studies; philosophy; planning; staff training; least restrictive environment; parents

Abstract: This is an account of the efforts of the Clark County School District in Clark County, IN to implement an inclusive educational program beginning in 1989 that will culminate in 1997 with all schools in the county having the capacity to offer services to students with disabilities in their home school. The article covers planning, staff training, philosophy, parent involvement, and questions about the inclusion model. The author stresses that, at least in Clark County's experience, the key to inclusion has been training offered to staff members throughout the school year.

In the conclusion, the author writes: "Inclusion in Clark County is a process that involves the staff, administration, and parents. It takes significant preplanning, training/inservice, implementation, assessment, revision, retraining, and replanning. . . . It's a process that doesn't end, only begins again and again as staff revises, retrains, and replans."

Meyer, L. H., & Eichinger, J. (1994). Program quality indicators (PQI): A checklist of most promising practices in educational programs for students with disabilities. Syracuse, NY: Syracuse University.

Descriptors: checklists; program evaluation

Abstract: This third edition of the PQI checklist is organized at four levels: 1) local education agency district indicators, 2) building indicators, 3) educational placement and related services indicators, and 4) individual student and program indicators. For each of the four levels, desirable program features are proposed that can be validated as most promising practices in educational and related services. The checklist is designed to be used by school district personnel, families, consumer groups, and researchers as a tool to both evaluate quality inclusive schooling and to guide program development. Ratings of between zero and 4 are given for each of 27 areas for a possible score of 108. Explanations for each area are given along with a scoring box and room for additional comments.

Source: Luanna H. Meyer, ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $10.00

Abraham, M. R., Morriw, L. M., & Wald, P. J. (1993). Inclusive early childhood education. Tucson: Communication Skill Builders.

Descriptors: mild disabilities; moderate disabilities; early childhood; curriculum; IEPs; language

Abstract: Based on a field-tested program, this book presents a model for integrating children with mild to moderate disabilities into the regular preschool classroom. The system of instruction is developmentally sequenced for preschool-aged children and provides intervention for young children with disabilities.

The resource includes information in the following areas:

- A philosophy of inclusion based on theory and practice
- How to set up a classroom environment to reflect needs of all students
- C.H.I.L.D., the whole-child-based curriculum
- Daily routines that interweave skills and themes
- A reproducible lesson plan format
- IEP development linked to instructional planning and record keeping
- Natural facilitation techniques for language and interpersonal development
- A system for monitoring progress

Source: Communication Skill Builders
3830 East Bellevue
P. O. Box 42050-CS4
Tucson, AZ 85733
(602) 323-7500

Cost: $49.00 (Order #7884-CS4)

Aveno, A. (1994). The Systematic Inclusive Preschool Education Model for children with severe disabilities. (ERIC Document Service No. ED 369 221)

Descriptors: early childhood; preschool; severe disabilities; research; program evaluation; projects

Abstract: This final report describes the Systematic Integrated Preschool Education Model (SIPE) project, which established classrooms to demonstrate an inclusion model for serving preschool children with severe disabilities. A total of 33 preschool children with identified developmental disabilities and their families in three Virginia school districts were served directly by this project. Six classrooms served as demonstration classes or replication sites. Both full inclusion and reverse mainstream models were implemented. The report provides information on goals and objectives of the SIPE Project, conceptual frameworks for the SIPE model, methodological and logistical problems, project impact, and evaluation findings. Tables provide project details and evaluation results. An appendix describes SIPE model components and validity data.

Iowa Early Childhood Special Education Technical Assistance Network. (1993). A planning guide for integrating young children with disabilities into community-based early childhood programs. Des Moines, IA: Iowa Department of Education.

Descriptors: early childhood; community; planning; families; teams; parents; IEPs; teaching strategies

Abstract: This guide is a tool for educators to use when planning integrated services for young children with disabilities. The guide is designed to:

- Provide a framework for decision making, planning, and problem solving;
- Encourage collaboration, assure mutual understanding of the child's needs, and clarify roles and responsibilities for carrying out recommendations;
- Facilitate communication among parents, community-based early childhood staff members and early childhood special education personnel; and
- Provide a mechanism for collecting and storing information.

The guide includes sections on the following areas: benefits of integration, planning, team members, families, the IEP process, prioritizing objectives and planning accommodations. It also provides examples of teaching strategies and information to share with parents of children without disabilities.

Source: Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Cost: free

Rose, D. F., & Smith, B. J. (1994). Policy and practice in early childhood: Special education series. Pittsburg, PA: Research Institute on Preschool Mainstreaming.

Descriptors: early childhood; preschool; parents; Head Start; placement; eligibility; service delivery; finances

Abstract: This document outlines ways in which parents, public school personnel, child care providers, and Head Start grantees can work together collaboratively to serve children with disabilities in inclusive educational settings. Responsibilities for each collaborating party are discussed in the following areas: 1) individualized educational placements; 2) eligibility; 3) supervision of service delivery; and 4) financial responsibility.

Source: Research Institute on Preschool Mainstreaming
2500 Baldwick Road, Suite 15
Pittsburgh, PA, 15205
(412) 937-3093

Cost: Free

Clark County Special Education Cooperative. (1993). Special education inclusion: Fiscal analysis of Clark County Schools inclusion site grant. Terre Haute, IN: Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University.

Descriptors: finance; fiscal implications; transportation; staff development

Abstract: This document relates results of a study to determine the fiscal impact of inclusive special education programs and services in a special education cooperative of 19 elementary schools located in Clark County, IN. The study focused on direct and identifiable costs associated with inclusion service delivery: instruction, administration, and transportation. The authors conclude that the cost per pupil difference between inclusion and traditional service delivery programs is minimal. "This analysis strikes at the heart of policy and planning for children with special needs educational programs and services," the authors write. "The rule seems to be that the more students are included in a program in which all services are coordinated, the more value for the dollar is provided."

Additionally, the authors recommend that the state of Indiana shift from a weighted formula to finance education for students with disabilities to a formula that is not tied to categorical labels and that will not discourage inclusion. The authors recommend a flat funding concept that does not require categorical services and encourages flexible service delivery models.

Source: Blumberg Center for Interdisciplinary Studies
in Special Education
Indiana State University
School of Education, Room 502
Terre Haute, IN 47809
(812) 237-2830

Cost: free

Hartman, W. T. (1994, Spring). Funding for a unified educational system. *Special Education Leadership Review,* **2(1), 33 - 38.**

Descriptors: finance; fiscal implications

Abstract: The funding structure for a unified educational system must follow the adoption of a single instructional and administrative system. Most funding structures are based upon categorical labeling of students. Fiscal incentives for including students with disabilities need to be incorporated while disincentives should be removed.

The major features of a unified funding system are listed and several funding approaches are discussed.

McLaughlin, M. J., & Warren, S. H. (1994). Resource implications of inclusion: Impressions of special education administrators at selected sites. Palo Alto, CA: Center for Special Education Finance.

Descriptors: finance; teachers; personnel; paraprofessionals; transportation

Abstract: This document presents conclusions drawn from an exploratory study by the Center for Special Education Finance to determine the financial impact when a school district moves to inclusion. The Center studied resource allocations relating to staffing, transportation, facilities, equipment, and professional development in 12 school districts and how expenditures in those areas changed as inclusion was implemented. Although the authors conclude that inclusion does not cost more than other modes of service delivery--that in fact, it may be less expensive--the investigation suggests that initial implementation of inclusion can require additional resources. This reality, however, does not seem to be hindering the inclusion movement , the report concludes. Those districts that feel it is the right thing to do continue to implement inclusion with whatever resources are available to them. These administrators do not necessarily view inclusion as a way to save money or radically redefine special education.

Source: Center for Special Education Finance
American Institutes for Research
1791 Arastradero Road
P. O. Box 1113
Palo Alto, CA 94302
(415) 493-3550

Cost: free

McLaughlin, M., & Warren, S. H. (1994, November). The costs of inclusion. *The School Administrator,* 2(1), 8 - 19.

Descriptors: finance; teachers; paraprofessionals; transportation; facilities; equipment; professional development

Abstract: The "costs" of inclusion, in terms of financial and human resources, are explored in this article. University of Maryland researchers interviewed special education directors, principals, and other administrators in 14 school districts practicing inclusion. These individuals identified five areas affected by the move to inclusion: teachers and instructional assistants; transportation; facilities; materials and equipment; and professional development. In addition to discussing each of these areas, the authors attempt to draw conclusions about the cost of each area to school districts. The results of a Minnesota Department of Education study which compares the cost of educating students with various disabilities with regular education students are presented. Results of the Clark County, Indiana school district's analysis of the cost of inclusion are also presented.

Salisbury, C., & Chambers, A. (1994). Instructional costs of inclusive schooling. ***The Journal of the Association of Persons with Severe Handicaps, 19*****(3), 215 - 222.**

Descriptors: fiscal implications; finance; severe disabilities; related services; support; paraprofessionals; transportation; educational reform

Abstract: This article reports results of a longitudinal study of the cost of inclusion in Johnson City School District, Johnson City, New York. Results of the five-year study included the following:

- District costs were significantly less on an annual basis relative to comparable costs for out-of-district services;
- Although there was a significant increase in the number of students with severe disabilities during the five-year period, district costs were still well below that of out-of-district services;
- Related service costs doubled during the five-year period, linked with the increase in students with more intensive needs; and
- The number of and reliance on paraprofessional staff for support in the regular classroom significantly increased.

The authors theorize that the integrated nature of the service delivery system in the district helped them to contain their costs, and that the use of existing resources, such as transportation, rather than creating specialize, benefited all students and eliminated the need for additional expenses.

Although some educators may interpret the data derived from this study as leverage or reassurance for inclusive reform, the authors indicate that their intent was to clarify the issue, not to persuade. "Although cost is an inevitable bedfellow in discussions of educational reform," they write, "it should be recognized as a mediating, rather than controlling, variable. Reform can and should occur for other reasons--principally, to improve that which currently exists."

Cernosia, A., Lipton, D., & Murphy, T. J. (1994). Pre-Institute Symposium on Full Inclusion. Miami, FL: Convention Tapes International, Inc. [Audio cassettes]

Descriptors: legal issues; disabilities; court cases

Abstract: These four cassettes record the Pre-Institute Symposium on Full Inclusion offered on May 1, 1994 during the 15th National Institute on Legal issues of Educating Individuals with Disabilities held in San Francisco, CA. The following topics are discussed on the cassettes:

- An Overview of the Law: From Exclusion to Full Inclusion
- The Holland Case: Full Inclusion from a Parents' Attorney Perspective
- The Oberti Case: Full Inclusion from a School District Attorney Perspective
- Related Issues in Implementing Inclusionary Practices

Source: Convention Tapes International, Inc.
P. O. Box 381992
Miami, FL 33238-1992
(305) 757-8666

Cost: $35.00 plus $4.00 shipping and handling

Cernosia, A., Lipton, D., & Murphy, T. J. (1994). Pre-Institute Symposium on Full Inclusion. Horsham, PA: LRP Publications.

Descriptors: legal issues; least restrictive environment; related services; extracurricular activities; preschool; early childhood; court cases

Abstract: This documentation from the Pre-Institute Symposium conducted May 1, 1994 as a part of the 15th National Institute on Legal Issues of Educating Individuals with Disabilities covers several legal topics: a) historical perspective, b) placement information, c) definitions, d) legal basis, e) application of legal requirements, f) judicial implementation of LRE, g) related services, h) extracurricular activities, i) preschool issues. Placement charts and court case summaries are appended.

Source: LRP Publications
1555 King Street, Suite 2000
Alexandria, VA 22314

Cost: $25.00

Full inclusion: Educating students with disabilities in the regular classroom. (1994). Horsham, PA: LRP Publications.

Descriptors: disabilities; legal issues; court cases; least restrictive environment; checklists; placement

Abstract: This document is a compilation of articles which analyze the issue of inclusion from a legal perspective. Several articles have been reprinted from *The Special Educator*. Six case laws and two policy rulings have been reprinted as well which show trends since 1991 in legal interpretation of the courts regarding inclusion. The document also includes a checklist of questions to ask when determining least restrictive environment, authored by attorney Reed Martin.

Source: LRP Publications
Dept. 430, 747 Dresher Road
P. O. Box 980
Horsham, PA 19044-0980
1-800-341-7874

Cost: $25.50 plus $3.50 shipping and handling

Siegel, L. M. (1994). Least restrictive environment: The paradox of inclusion. Horsham, PA: LRP Publications.

Descriptors: least restrictive environment; placement; deafness; legal issues; Individuals with Disabilities Education Act

Abstract: Focusing on one family's struggle to place their six-year-old son in a state school for the deaf, the author analyzes relevant federal laws and the inclusion reform movement. Siegel analyzes educational and political attitudes regarding the placement of students with disabilities, including ongoing conflicting movements both to integrate students and preserve separate education programs.

Source: LRP Publications
Dept. 430, 747 Dresher Road
Horsham, PA 19044-0980
1-800-341-7874

Cost: $27.50 plus $3.50 shipping and handling

Legislation gives teachers power in W. Virginia. (1994, June). ***Inclusive Education Programs,*** **pp. 10 - 12.**

Descriptors: legislation; teachers

Abstract: This article relates details of legislation passed in West Virginia in March of 1994 that gives regular education teachers more involvement in meeting the needs of special education students in their classrooms. Provisions of the law were included as a part of the state Senate's education finance package. Those provisions give regular education teachers the authority to work with special education teachers to develop students' individual education plans; to reconvene the IEP committee during the school year if needed; and to receive training, additional staff, and resources to provide medical or other services required by the IEP. To insure accountability, faculty committees at each school are required to develop strategic plans to the district superintendent on managing the inclusion of special needs students.

Best Practices for Inclusion of all Students. **(June, 1992 - September, 1994). Burlington, VT: Best Practices for Educating Students with Serious Emotional Disturbance Project.**

Descriptors: newsletters; disabilities; best practices; serious emotional disturbance; behavior disorders

Abstract: This newsletter, published quarterly from June of 1992 through September of 1994, shares best practice experiences in inclusion ongoing in Vermont schools. Profiles of students and inclusive schools are highlighted with emphasis on practical ideas gleaned from experience. The newsletter focuses primarily on inclusion of students with emotional and behavioral disabilities in regular classrooms.

Source: Best Practices for Educating Students
with Serious Emotional Disturbance Project
University Affiliated Program of Vermont
Center for Developmental Disabilities
499C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

Cost: free

Baumgart, D. (1992). Philosophy, differences, and education. Washington, DC. (ERIC Document Reproductive Service No. ED 353 764)

Descriptors: philosophy

Abstract: This paper argues that the philosophic assumptions underlying full inclusion efforts for students with severe disabilities and other restructuring movements are actually barriers to "best practice" implementation, and an alternative perspective based on social relations is offered. Two different perspectives on disability, the "different person" perspective (which sees differences as inherent and immutable) and the "rights" perspective (which views all individuals as entitled to the same rights, services, and outcomes) are compared. Both perspectives are seen to result in a dilemma and be inappropriate to guide current restructuring. By contrast, the social relations perspective views differences in the context of relationships, which are expected to change with time or as the comparison basis changes. This perspective is applied to a case in which an emphasis on gender differences in provision of maternity leave is replaced with relation-based provision of parental of family leave. Other examples apply the social relations perspective to inclusion of students with severe disabilities and the provision of bilingual/ bicultural education to all students and not just to the Spanish-speaking minority.

Special Education Advisory Council Ad Hoc Committee Studying Neighborhood Schools and Inclusion. (1994). Neighborhood schools and inclusive education practices. Lincoln, NE: Nebraska Department of Education.

Descriptors: systems change; philosophy; finance; placement; vision; checklists

Abstract: This document includes a vision statement for the state's inclusive educational mission and recommended state, district, and building level practices and strategies to support that vision. The Special Education Advisory Council Ad Hoc Committee Studying Neighborhood Schools and Inclusion acknowledges that "attaining the vision and beliefs may be a slow process because of the emotional and professional investment in traditional educational systems and practices," but also believes that "once change is underway, however, it is likely to gain momentum and exceed the vision." The document also includes a school checklist and question-and-answer primer.

Source: Nebraska Department of Education
Special Education Office
301 Centennial Mall South
Lincoln, NE 68509-4987
(402) 471-2471

Cost: free

Catlett, S. M., & Osher, T. W. (1994). What is inclusion, anyway? An analysis of organizational position statements. Washington, DC: Project Forum at National Association of State Directors of Special Education.

Descriptors: policies; philosophy

Abstract: This document analyzes inclusion policies developed by 18 national organizations. While no two organizations have defined inclusion exactly alike, all have taken a position on the issue with various recommendations for definitions, implementation, and standards. Questions asked of the organizations included: A) Does the organization's statement define inclusion? How? B) Does the organization's statement include its goal of inclusion (i. e., physical placement with nondisabled peers, employment, community success, etc.)? What is it? C) Does the organization's statement see a need for a "continuum of placements"? If yes, what is the basis/criterion for removing a student from the mainstream? D) Does the organization's statement mention requirements regarding the qualifications for any or all personnel? Training for any or all personnel? E) Does the organization's statement take other involved persons/areas (i. e., parents, community agencies, local community settings, other in-school programs) into consideration? How? F) Does the organization's statement intend for its position on inclusion to apply to ALL students with disabilities? If not, what is the basis for making the distinction between those to whom it applies and those who are to be exempt? The document includes a copy of the inclusion survey, an analysis of findings, and a matrix illustrating responses.

Source: National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 2231
(703) 519-3808

Cost: $4.00 plus $1.21 shipping and handling

University of the State of New York, The State Education Department. (1994). Least restrictive environment: Implementation policy paper. Albany, NY: Author.

Descriptors: least restrictive environment; policies; local education agencies; funding; teacher training; technical assistance; monitoring; placement; general education; families

Abstract: This document was written to establish a clear policy direction for the Board of Regents and the New York State Education Department regarding least restrictive environment and to describe how local education agencies and the State will implement this federal and state requirement.

Eight major goals are identified to insure that each student with a disability in the state receives a free appropriate public education (FAPE) in the least restrictive environment. These goals are 1) strengthening and expanding general education services; 2) funding reform; 3) supporting a continuum of alternative placements; 4) promoting statewide equity and access; 5) increasing general education opportunities; 6) strengthening the role of parents and guardians; 7) focusing on results; and 8) transitioning students back to general education.

The paper also defines steps to be taken by the state education department to support the educational community in accomplishing these goals. The steps are in the following areas: 1) funding; 2) planning time; 3) preservice and in-service training; 4) programs and options; 5) consultant teacher services; 6) technical assistance; and 7) monitoring.

Source: New York State Education Department
Albany, NY 12234
(518) 474-5548
Attn: Cathy Castle

Cost: free

Abraham, M. R., Morriw, L. M., & Wald, P. J. (1993). Inclusive early childhood education. Tucson: Communication Skill Builders.

Descriptors: mild disabilities; moderate disabilities; early childhood; curriculum; IEPs; language

Abstract: Based on a field-tested program, this book presents a model for integrating children with mild to moderate disabilities into the regular preschool classroom. The system of instruction is developmentally sequenced for preschool-aged children and provides intervention for young children with disabilities.

The resource includes information in the following areas:

- A philosophy of inclusion based on theory and practice
- How to set up a classroom environment to reflect needs of all students
- C.H.I.L.D., the whole-child-based curriculum
- Daily routines that interweave skills and themes
- A reproducible lesson plan format
- IEP development linked to instructional planning and record keeping
- Natural facilitation techniques for language and interpersonal development
- A system for monitoring progress

Source: Communication Skill Builders
3830 East Bellevue
P. O. Box 42050-CS4
Tucson, AZ 85733
(602) 323-7500

Cost: $49.00 (Order #7884-CS4)

Catlett, S. M., & Osher, T. W. (1994). What is inclusion, anyway? An analysis of organizational position statements. Washington, DC: Project Forum at National Association of State Directors of Special Education.

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Source: National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 2231
(703) 519-3808

Cost: $4.00 plus $1.21 shipping and handling

Colley, K., Stallings, M. A., & VanDyke, R. (1994, March). Educating Shanker. *TASH Newsletter, 29*(3), 6 - 7.

Descriptors: position; philosophy

Abstract: The authors of this article--educators who were featured in the documentary "Educating Peter"--respond to the accusation made by Al Shanker, President of the American Federation of Teachers, that inclusion will be disastrous for children with disabilities and their classmates. Refuting Shanker's idea that the type of education provided to Peter was expensive and rare, the authors write: "We believe that our program is not unique, not expensive, nor extremely difficult to do." Issues raised by Shanker, such as language instruction, costs, discipline, staff training, and elimination of special services are individually addressed by the authors with inclusion consistently portrayed in a positive way. "Exciting classroom settings where all children learn together with their collective strengths and weaknesses are a must for all schools," they write. "ALL children deserve this opportunity and we believe when segregation is eliminated, ALL students will benefit."

Council for Children with Behavioral Disorders. (1994). CCBD position on inclusion. St. Petersburg, FL: Author.

Descriptors: position; philosophy; behavior disorders; serious emotional disturbance

Abstract: This statement of the Council for Children with Behavioral Disorders states that while the successful integration into the regular classroom represents a "reasonable expectation" for some students with behavioral disorders, it is important to maintain a range of service delivery options that have been shown to benefit students with emotional/behavior disorders. CCBD maintains that some alternative arrangements are required for those students who are so disruptive or otherwise demanding of the finite amount of time, energy, and resources of general educators that the instructional needs of non-disabled students are significantly impaired.

Source: Council for Children with Behavioral Disorders
Eleanor Guetzloe
University of South Florida at St. Petersburg, Davis 212
140 7th Ave., South
St. Petersburg, FL 33701
(813) 893-9155.

Davis, S. (1994). **1994 Update on inclusion in education of children with mental retardation. Arlington, TX: The Arc of the United States.**

Descriptors: position; placement; mental retardation

Abstract: This sequel to the 1992 Arc Report Card to the Nation on Inclusion of Students with Mental Retardation reviews placement of children with disabilities and ranks states in the following areas 1) the percentage of students with mental retardation served in regular classes; 2) the percentage of students with mental retardation served in resource rooms; 3) the percentage of students with mental retardation served in separate classes; 4) the percentage of students with mental retardation served in separate schools; and 5) a weighted composite ranking of inclusion scores based upon placement. Vermont had the highest inclusion score of any state for the 1990 - 1991 school year, with 66 percent of students with mental retardation receiving educational services in regular classrooms. Vermont was followed by Wyoming, Idaho, Montana, and Minnesota. The lowest scores were given to New Jersey, New York, the District of Columbia, Illinois, Maryland, and Florida.

The document states that while the data indicate that "slow progress" is being made, the Arc calls on the federal government, state governments, advocacy organizations, and leaders of the nation's schools to continue efforts to achieve the inclusion of children with mental retardation throughout the country by the year 2000.

Source: The Arc of the United States
500 E. Border St., Suite 300
Arlington, TX 76010
(817) 261-6003 (voice)
(817) 277-0553 TDD

Cost: free

Heumann, J. (1994, Summer). Heumann speaks out on inclusion. *OSERS News Update,* pp. 1 - 2.

Descriptors: position; placement; physical disabilities

Abstract: In this statement, OSERS Director Judy Heumann calls for the inclusion of more students with disabilities in regular classrooms, especially those with physical disabilities Although she concedes that there may be some children who would not be appropriately served full time in the regular classroom, she argues that "the regular classroom, with the necessary supports in place, is where most disabled students should be. When 50 percent of physically disabled students are still receiving their education in some type of separate setting, there is a problem," she writes. Heumann calls for inclusion of students with disabilities in their neighborhood schools to become "part of the broader educational reform in this nation." Her comments end with tips on how to make inclusion work and what inclusion is not.

Inclusive Education Recommendations Committee. (January, 1993). Findings and recommendations: Final report of the Inclusive Education Recommendations Committee. Lansing, MI: Michigan State Board of Education.

Descriptors: teacher preparation; collective bargaining; finance; staff development

Abstract: This report includes findings and recommendations of the Inclusive Education Recommendations Committee in four areas considered critical to the state's implementation of inclusive education: 1) research and model programs; 2) rules, collective bargaining, policy and finance; 3) teacher preparation and staff development; and 4) school improvement and full continuum of programs and services. The report identifies 26 barriers to inclusive education, followed by 85 recommendations that Committee members felt would remove the barriers and facilitate the implementation of inclusive education in Michigan's schools.

Source: Michigan State Board of Education
Department of Education
P O Box 30008
Lansing, MI 48909

Cost: free

Kind, J. F. (1994, August). Does inclusion shortchange deaf children? *Inclusive Education Programs, 1*(8), 6 - 7.

Descriptors: hearing impairment; deafness

Source: The author explores issues surrounding the choice of the best environment for educating deaf students, given the unique needs of students with hearing impairments. Included are nine specific suggestions to be considered by educators before attempting to provide inclusive educational programming for students who are deaf.

New York State United Teachers. (1993). NYSUT policy on inclusion. New York: Author.

Descriptors: policies; placement; disabilities; least restrictive environment

Abstract: This policy statement supports the concept of least restrictive environment and the continuum of alternative placements to meet the individual needs of students with disabilities. NYSUT agrees that additional services should be provided to support students with disabilities placed in regular education classrooms, "but not at the cost of dismantling the continuum of alternative placements." The organization maintains that the educational needs of regular education students must be considered in the operation of inclusion programs, and inclusion should not be allowed to "work to the detriment of the general education student." Therefore, placement decisions should be based not only on the educational benefit to the disabled student but also on the judgment that the placement will not adversely affect the education of the regular education students in the classroom. NYSUT states that it does not support the use of regular education classrooms as the only placement for students with disabilities; nor does it support the placement of students with disabilities in the regular education classroom if that placement is based on cost-saving considerations.

Source: New York State United Teachers
159 Wolf Road
Albany, NY 12212-5008
(518) 459-5400

Cost: free

All children belong. (1994, July). ***Exceptional Parent,*** **pp. 43 - 46.**

Descriptors: inclusion; disabilities; parents

Abstract: This article describes the ACB (All Children Belong) project, funded through September of 1996, which works to promote inclusion. Using a trainer-of-trainers model, the ACB staff trains trainers from participating Parent Training and Information Centers operating in 42 states. These PTI trainers train and support parents in the benefits of inclusion in school and community life. Project materials and activities are described.

Capper, C. A., & Pickett, R. S. (1994, Spring). The relationship between school structure and culture and student views on diversity and inclusive education. ***Special Education Leadership Review,*** **2(1), 102 - 122.**

Descriptors: cultural diversity; survey; middle schools; attitudes; research; qualitative; peers; exclusion; administrators

Abstract: This article presents the results of a qualitative study which sought to discover how students at two middle schools view diversity and inclusive education and how those attitudes may be linked to the organizational structure of the cultures within each school. Although results of the study do not allow for the isolation of all variables which contribute to student attitudes, the findings lend themselves to the development of the following five hypotheses:

1) Exposure to inclusive practices at the elementary level of education develops a culture of belonging that extends to the secondary level of education;

2) A "culture of exclusion" may result from factors emanating from the home and community;

3) Certain structural elements with a school greatly impact on how students conceptualize diversity;

4) A culture that supports inclusion may result from structures that support inclusion; and

5) Exclusionary practices within a school impact negatively on how students characterize peers with disabilities; inclusionary practices within a school impact positively on how students characterize peers with disabilities.

The results of this study, as well as others cited by the authors, suggest that practices that limit or expand the opportunity for students to interact with peers with disabilities "can have a profound impact on the perceptions and subsequent behavior of students." Implications of the study's findings for administrator practice and preparation are discussed.

Fishbaugh, M. S., & Gum, P. (1994). Inclusive education in Billings, MT: A prototype for rural schools. (ERIC Reproduction Service No. ED 369 636)

Descriptors: rural; elementary; collaboration; teachers; attitudes; regular education; special education

Abstract: During the 1992-93 school year, Billings School District #2 implemented full inclusion of students with disabilities at Garfield Elementary. All students were placed in regular classrooms, and special education teachers began collaborating with regular educators in the regular settings. Other interested schools in the district implemented inclusion on a more limited basis. Achievement test data demonstrated consistent academic gains made by regular education students. Students progressed toward IEP goals in all but one or two cases, and phenomenal 2- to 3-year gains were realized by several. Overall teacher attitudes tended to be neutral or slightly negative, while attitudes of teachers involved in inclusion were positive.

Billings inclusion efforts are useful to rural administrators seeking guidelines for inclusion and to regular and special teachers seeking strategies for collaboration and instruction.

Hunt, P., Farron-Davis, F., Beckstead, S., Curtis, D., & Goetz, L. (1994). Evaluating the effects of placement of students with severe disabilities in general education versus special classes. ***The Journal of the Association of Persons with Severe Handicaps, 19*****(3), 200 - 214.**

Descriptors: mild disabilities; severe disabilities; placement; research; socialization; IEPs

Abstract: This articles discusses the results of a program evaluation study to investigate the effects placing students with severe disabilities in general education versus special education classes in California. Sixteen elementary students, eight receiving educational services in regular classrooms and eight in special education classes, participated in the study. Two students were selected from each program, one experiencing "more disability" and the other student experiencing "less disability." Among the findings of the study were the following:

- IEP objectives written for the students with less disability included in regular classrooms included significantly more instruction of basic skills than those written for students placed in special education classrooms;
- IEP objectives written for the students with less disability included in regular classrooms included less recreation/leisure activities and more academic activities;
- Students with less disability included in regular classrooms were less often alone and more often with others than their peers in special education classrooms;
- Students included in general education classrooms spent more time in integrated activities in their classrooms, school, and community;
- There were no significant differences between the students placed in regular or special education classrooms on any measure of affective demeanor; and

- Students included in regular classrooms initiated more social interactions than those in special education classrooms.

Results of the study, the authors write, "suggest that there are important differences in the quality and curricular content of written educational programs for children with disabilities who are full-time members of general education classrooms; and there are significant differences in their levels of engagement in the activities of the school day, the type of activities in which they are engaged, the type and level of participation in integrated school environments, and the degree to which they initiate and engage in social interactions with peers and adults." The results serve as a preliminary investigation of the effects of inclusion; additional research is needed to validate observed outcomes of this particular study.

MacKinnon, J. D., & Brown, M. E. (1994). Inclusion in secondary schools: An analysis of school structure based on teachers' images of change. ***Educational Administration Quarterly, 30*****(2), 126 - 152.**

Descriptors: secondary; teachers; junior high; rural; urban; research

Abstract: This study describes how two junior high and secondary schools, one rural and one urban, in Nova Scotia, Canada have attempted to accommodate students with widely diverse needs in regular classrooms. The focus of the study was on the ways teachers have adapted to structural changes that have taken place in the school. Primarily through analysis of teacher interviews, researchers conclude that "teachers and administrators must challenge the way in which professional practice has been traditionally defined and carried out" and confront barriers to inclusive educational practices. A second implication of the study is the acknowledgment that teaching widely diverse groups of students is shared work and necessitates the structural configuration of the school to change in order to "accommodate the common time for the necessary planning, problem solving, and creating new knowledge that is essential for successful inclusive educational practice."

Sharpe, M. N., York, J. L., & Knight, J. (1994). Effects of inclusion on the academic performance of classmates without disabilities. *Remedial and Special Education, 15*(5), 281 - 287.

Descriptors: disabilities; behavior; academic performance; research

Abstract: This article reports the results of a study conducted to determine the effect of the inclusion of students with disabilities on the academic performance and behavior of their regular education peers. The study was conducted in an elementary school of 640 students in rural Minnesota. The school has five students with varied disabilities included in regular education classes who were formerly placed in self-contained special education classes. Standardized test and report card measures used to determine impact revealed no significant negative academic or behavioral effects on classmates who are educated in classes with students with disabilities.

Vaughn, S. (1994). Teachers' views on inclusion: "I'd rather pump gas." (ERIC Reproduction Service No. ED 370 928)

Descriptors: philosophy; teachers; research; surveys; preparation; communication; cooperative learning; attitudes

Abstract: The issue of inclusion has been at the forefront of attention in education, and has been widely discussed and debated. Since teachers will be the primary service deliverers of whatever inclusion practices are adopted, this study was conducted in an attempt better to understand teachers' understanding and perceptions of inclusion. Focus group interviews were used to solicit teachers' views. Subgroups of teachers who were targeted include special education teachers (N=25); general education teachers (N=25); Chapter I teachers (N=8); and teachers of the gifted (N=15). Interview results revealed passionate responses from teachers, the majority of whom had strong, negative feelings. Teachers felt that decision-makers were out of touch with classroom realities. They identified factors that would affect the success of inclusion such as class size, inadequate resources, the extent to which all students would benefit, and lack of adequate teacher preparation. Two topics were identified as necessary if inclusion were to be successful-- communication among teachers and use of cooperative learning grouping. Informants' responses formed the basis for guidelines to implement school-based inclusion models.

Facilitator guides to inclusive education. (1994). Detroit, MI: Inclusive Communities Press.

Descriptors: staff training; systems change; planning; socialization

Abstract: This series is designed to prepare inclusive education specialists in local and intermediate school districts to provide and coordinate planning, training, and support for the inclusion of students with diverse needs in regular education classrooms. The series consists of the following five guides:

- Systems Change that Supports All Students
- Components of Inclusive Education
- The Planning Process for Inclusive Education
- Instructional Accommodation in Inclusive Education
- Social Inclusion

Each guide includes flowcharts, activities, transparency and handout masters, forms, and a "tool box" of resource information.

Source: Inclusive Communities Press
Developmental Disabilities Institute
Wayne State University
6001 Cass Ave., Suite 326
Detroit, MI 48202
(313) 577-2654

Cost: $125 per set

Preparing teachers for inclusion. (1994, June). ***Inclusive Education Programs,*** ***1*****(6), 4 - 5.**

Descriptors: teachers; staff training; preparation; training; elementary; secondary

Abstract: This article reports the results of a study to identify competencies, skills, and knowledge needed by elementary and secondary teachers to work with students in inclusive educational settings. A focus group developed a list of 11 areas students learning to become teachers must be familiar with in order to teach in inclusive classrooms. These recommendations are discussed in the article.

Arceneaux, C. (1993). "Inclusion evolution: A teacher's perspective." (ERIC Reproduction Service No. ED 367 078)

Descriptors: secondary; planning; severe disabilities; curriculum; checklists

Abstract: This paper describes the development and establishment of an inclusive education program on a junior high school campus. Although this documentation is for secondary programming, with an emphasis on severe disabilities, these "phases" can be generalized to other program areas and levels of education. During phase one, a functional, community-based curriculum was delivered to students with severe disabilities at a special school site. Gradual integration for recess, lunch, and assemblies was implemented. During phase two students with severe disabilities were assigned to regular classes and community instruction with appropriate support. The third phase involved a refocusing so that all special education program areas are addressed within the framework of inclusion. A checklist suggests indicators for the three phases of the inclusive school process. Handouts and visual materials accompany the presentation of this paper.

Block, M. E. (1994). A teachers guide to including students with disabilities in regular physical education. Port Chester, NY: National Professional Resources.

Descriptors: physical education; checklists; assessment; curricular adaptation; disabilities; evaluation

Abstract: This guide offers step-by-step instructional and curricular strategies to help educators adapt programs to meet the physical education needs of all students. The book includes game and activity modifications as well as forms and checklists to provide assistance in program planning, individualized assessment, and ongoing evaluation of programs and students.

Source: National Professional Resources, Inc.
Dept. 7T, 25 South Regent St.
Port Chester, NY 10573
1-800-453-7461

Cost: $37.00 plus $4.00 shipping and handling

Chalmers, L. (1992). Modifying curriculum for the special needs student in the regular classroom. Moorhead, MN: Practical Press.

Descriptors: curriculum; modifications; adaptations; mild disabilities; moderate disabilities

Abstract: This document describes six areas teachers need to address when making modifications for mildly/moderately disabled students placed in the regular classroom. These areas are attitudes, interactions, expectations, the learning environment, daily assignments and activities, and tests. Practical examples of modifications accompany the text of each chapter.

Source: Practical Press
P. O. Box 455
Moorhead, MN 56561-0455
(218) 236-5244

Cost: $9.95 plus $2 shipping and packing

Chalmers, L., & Wasson, B. (1993). Successful inclusion: Assistance for teachers of adolescents with mild disabilities. Moorhead, MN: Practical Press.

Descriptors: cooperative teaching; collaboration; mild disabilities; instructional methods; adaptations; modifications; secondary

Abstract: This document offers practical strategies for successfully including adolescents with mild disabilities in the regular classroom. Chapters cover topics such as consultation and collaboration between regular and special education teachers, integration of new students into the regular education classroom, adaptations and modifications, and skills necessary for the student with mild disabilities to learn in a regular education environment. Practical examples accompany the text in each chapter.

Source: Practical Press
P. O. Box 455
Moorhead, MN 56561-0455
(218) 236-5244

Cost: $12.95 plus $2 shipping and packing

Choate, J. S. (1993, Summer). Co-assessment of special learners: A call for special and general education to unite. ***Preventing School Failure,*** **pp. 11-15.**

Descriptors: assessment; regular education; special education; teachers; collaboration; planning

Abstract: This article discusses changes that have occurred in the field of assessment and emphasizes the need for special and regular education teachers to consult and collaborate with each other to develop and implement co-assessment procedures. Opportunities for planning assessment, designing assessment, administering assessment, interpreting assessment results, evaluating assessment, and reporting assessment results are outlined. A Co-Assessment Plan form is illustrated.

Dalheim, M. (Ed.). (1994). *Toward inclusive classrooms.* West Haven, CT: National Education Association.

Descriptors: inclusion; disabilities; case studies; checklists; curriculum; middle schools; elementary; behavior disorders; teachers; teams

Abstract: This document presents six experiences of teachers who have worked in varied inclusive projects: "Teaming up for Middle School Success" (two Virginia teachers discuss an alternative approach to teaching seventh grade environmental science); "Everyone Can Be a Scientist" (a Massachusetts teacher talks about how the annual science fair has become a peer-drive exhibition where everyone participates and succeeds); "The Inclusive Writing Workshop" (Georgia elementary school teachers talk about teaming to instruct a writing course); "Partners in Inclusion" (Rhode Island high school teachers talk about collaborative partnerships; "Language Arts, Milan-Style" (Ohio elementary teachers discuss teaching language arts in an inclusive setting); and "Integrating Andy" (middle school teachers in Vermont talk about the integration of a student with severe behavioral problems). These teachers, most of whom work in team teaching pairs, describe what worked and what didn't during their inclusion experiences, and provide diagrams, checklists, and tables which might be of practical use to other educators.

Source: NEA Professional Library
P.O. Box 509
West Haven, CT 06516-9904

Cost: $9.95

Dover, W. (1994). The Inclusion Facilitator. Manhattan, KS: The MASTER Teacher.

Descriptors: collaboration; checklists; co-teaching; modifications; schedule; planning; regular education; special education; teachers

Abstract: This guidebook includes a variety of information to help teachers develop inclusive classrooms and meet the diverse learning needs of students. Included are a Modifications/Clarification Checklist; PassPORT Documents, which indicate individual student instructional preferences and skills; a Modification Level Options Chart, which presents and explains various levels of modification available when considering the appropriate placement of a student and structuring needed support; a Student Support Matrix, which helps define needed accommodations for the student's daily routine; Instructional Co-Planning Documents which facilitate collaboration between regular and special education classroom teachers; and Collaborating Teaching Guidelines, which assist teachers and/or staff personnel in planning collaborative partnerships.

Source: The MASTER Teacher
Leadership Lane
P. O. Box 1207
Manhattan, KS 66502-0038
1 (800) 669-9633

Cost: $49.95 plus $5.95 shipping/insurance

Elliott, B, & Riddle, M. (1992). An effective interface between regular and special education: A synopsis of issues and successful practices. Bloomington, IN: CASE Research Committee, Indiana University, School of Education, Smith Research Center. (ERIC Reproduction Service No. ED 358 650)

Descriptors: regular education; restructuring; fiscal implications; categorization; identification; referral; instructional strategies; evaluation; staff development

Abstract: This information packet identifies issues in the interface between special and regular education and highlights examples of regular education/special education cooperative action. Major issues discussed regarding the restructuring of regular and special education into a more unified educational system include categorization, mainstreaming, instructional practices, and funding. Principles for developing an ideal interface between the two systems are identified, focusing on leadership and a shared commitment to education of students with disabilities. Exemplary practices in the areas of identification, referral, instruction/intervention, evaluation, and staff development are examined.

Follow the leader: Principals discuss the attitudes that made inclusion work in their schools. (1994, September). ***Inclusive Education Programs, 1, 4 - 7.***

Descriptors: principals; leadership; philosophy; collaboration; mentoring; support; communication

Abstract: Principals of inclusive schools in Idaho, Illinois, Virginia, and Washington interviewed for this article share their philosophies, strategies, and experiences as leaders of schools that include all students in regular classrooms. Acceptance, good communication, camaraderie, collaboration, flexibility, mentoring, and support are keys to successful inclusion discussed by these school leaders.

Idol, L. (1994). Key questions related to inclusion and collaboration in the schools. (ERIC Reproduction Service No. ED 370 331)

Descriptors: planning; collaboration; funding; parents; philosophy; support; teachers; attitudes; service delivery; program evaluation; staff preparation

Abstract: This paper presents 15 questions for educators and administrators to ask themselves in designing and implementing inclusive and collaborative school programs. Questions, and the accompanying answers, cover such issues as funding, parental support, district philosophy, support for teachers, service delivery, teacher attitudes, regular education student and staff preparation, and program evaluation. Together, the questions are intended to guide the planning process and create a solid proactive foundation for the collaborative development and implementation of inclusive education programs.

Malbin, D. (1994, Spring). Inclusion tips for teachers. *SESA*, pp. 3 - 8.

Descriptors: early childhood; visual impairments; hearing impairments; deaf-blindness; traumatic brain injury; serious emotional disturbance

Abstract: This article, included in the "Reference Shelf" supplement to this edition of SESA, offers practical strategies for working with students with varying disabilities in inclusive classrooms. Disabilities addressed by the author include visual impairments, hearing impairments, deaf-blindness, traumatic brain injury, and serious emotional disturbance. A section is also devoted to ideas for working with young children with disabilities.

McLaughlin, M. J., & Warren, S. H. (1994, Spring). Restructuring special education programs in local school districts: The tensions and the challenges. ***Special Education Leadership Review,*** **2(1), 2 - 21.**

Descriptors: planning; restructuring; vision; mission; outcomes; accountability; curriculum; instruction; staff development; finance; leadership

Abstract: This paper reports the results of a two-year study by the Center for Policy Options in Special Education on the restructuring of special education programs in local school districts. Five critical areas of focus are identified for schools: vision and mission; outcomes and accountability; governance; curriculum and instruction; and staff development. Options for each focus area are discussed. Challenges and tensions which must be addressed in the restructuring process are outlined.

Montgomery, J. (1994, September/October). Supporting inclusive education. ***The Special EDge,*** **p 10.**

Descriptors: program models; instructional practices; grades; disabilities

Abstract: This article describes six program models, six classroom practices, and 12 grading options which may be combined in different, creative configurations to meet the diverse needs of students with disabilities. The six models described in the article include collaborative support, blended class, clustered aides, three part schedules, schoolwide support center, and houses. Classroom practices include parallel teaching, remedial teaching, station teaching, supplemental teaching, co-teaching/collaborative teaching, and team teaching. And the 12 grading options described are an IEP plan, written report, portfolio approach, three grade system, averaged grades, percentage system, curriculum-based measurement, pass/fail, daily grades, contract system, adjusted grades, and group grading. The varied options presented in this article illustrate the flexibility possible in inclusive education.

O'Connor, R. E., & Jenkins, J. R. (1992). Cooperative learning as an inclusion strategy: The experience of children with disabilities. (ERIC Reproduction Service No. ED 360 778)

Descriptors: cooperative learning

Abstract: This study examined what occurs in cooperative learning groups that include students with mild disabilities in grades 3 - 6. Teacher interviews were combined with observations of 10 special and 10 regular education students' behavior in cooperative learning groups which used the Cooperative Integrated Reading and Composition model. Results are discussed in terms of who is providing help to the student with disabilities and how often, what contributions the student makes to group tasks, the assignment length, the teacher's role in successful participation of students with disabilities, teacher expectations for student competence, and the process of setting up expectations. The paper concludes that successful use of cooperative learning as an inclusion strategy will require (1) rethinking and reorganizing of the ways special education provides resources, services, and modifications for students with disabilities; and (2) sustained effort of regular class educators to raise the status of contributions by children with disabilities and to establish and maintain norms of participation and helping.

Rigazio-DiGilio, A., & Beninghof, A. M. (1994, Spring). Toward inclusionary educational programs: A school-based planning process. ***Special Education Leadership Review,*** **2(1), 81 - 92.**

Descriptors: planning; elementary

Abstract: The authors of this article present a six-phase strategic planning model for implementation of inclusion. The phases of this strategic planning cycle diagrammed and discussed include: a) objective setting; b) criteria setting; c) program planning; d) operationalization; e) evaluation; and f) valuing. The model is applied to an elementary school and implications are drawn.

Roach, V. (1994, November). The superintendent's role in creating inclusive schools. ***The School Administrator,*** **pp. 20 - 27.**

Descriptors: superintendent; planning; principals; site-based management; vision; finance; parents; teacher training

Abstract: Based on interviews, surveys, and focus groups of educators, advocates, parents, and students across the country, the author identifies six critical principles for school administrators to consider as they implement an inclusive approach in schools.

- Superintendents lay the foundation for inclusion in the school district;
- Principals are key in creating inclusive schools;
- Site-based management provides a window of opportunity for principals to create inclusive schools;
- Planning is critical in moving a district toward inclusion, and administrators advise against moving too fast;
- Clear, strong lines of communication are essential in supporting the ongoing success of inclusion, district wide and in individual school buildings; and
- Local boards of education can be key actors in creating a district wide vision for inclusion.

Tips on involving parents, building support with the board of education, training teachers, developing budgets, and handling opposition are discussed.

Ryan, D. F. (1994). Inclusion: The key to success. (ERIC Reproduction Service No. ED 369 617)

Descriptors: severe disabilities; mild disabilities; teachers; teams; collaboration; communication

Abstract: This document describes the inclusion strategy adopted by Joshua Intermediate School, located in a rural community near Fort Worth, Texas. The school uses inclusion to address the needs of special education students while allowing opportunities for success in the regular classroom through co-teaching experiences between general and special staff. Inclusion has evolved gradually at Joshua Intermediate School, starting with one grade level and expanding. Students with more severe disabilities start by being included in nonacademic subjects, and gradually add content areas. Students with mild to moderate disabilities are evenly divided among the teams of teachers, who strive for flexibility, communication, cooperation, and collaboration. Each team develops its own inclusion schedule based on needs of students and preferences of the teachers. This school finds inclusion advantageous to teachers, students, and parents.

Shriner, J. G., Ysseldyke, J. E., Thurlow, M., & Honetschlager, D. (1994, March). "All" means "all"--including students with disabilities. ***Educational Leadership,*** **pp. 38 - 42.**

Descriptors: outcomes; disabilities; testing; adaptations

Abstract: The authors of this article offer recommendations for building accountability systems based on outcomes and performance that include all students. Four suggestions are highlighted:

- Make an up-front commitment to include all students in your system of accountability for outcomes and student performance;
- Promote inclusion of all students in assessment by making reasonable accommodations;
- Be broad when setting up your outcomes and performance levels; and
- Build efforts on existing data collection.

Successful programs! (1994, Spring). ***Inclusion Times,*** **1(3), 4 - 5.**

Descriptors: early childhood; best practices; mentoring; systems change; training; collaboration

Abstract: This article describes three successful inclusion programs, two in Chicago and one in Minnesota. The West Chicago Elementary School District #33 attributes the success of its inclusion program to the courage to try something new, the commitment to do what is best for children, and cooperation, consultation, and collaboration among all who are involved. The Early Choices Program has developed partnerships between Chicago public schools and community-based preschools and day care centers. Also profiled is the Inclusion Mentorship Program at the University of Minnesota. The staff development project is one of several within the systems change grant Together We're Better. The program offers regional participants the opportunity to exchange ideas, support one another, and share successes and visions.

Placing Learners Under Guidelines for Inclusion (PLUG-IN) Project. (SpecialNet message, CSPD Board, March 29, 1994).

Descriptors: teacher education; teacher certification; regular education; personnel preparation

Abstract: This message describes a personnel preparation program offered at the University of North Carolina-Charlotte which will result in a professional degree and/or certification in cross-categorical special education for 48 special education and 48 regular education teachers employed in Charlotte-Mecklenburg Schools who are teaching in schools that are developing full inclusion programs. The project is modifying the cross-categorical certification and degree program to prepare these teachers for collaboration, interactive teaming, and co-teaching.

Project Partnership: Restructuring Teacher Education to Meet the Needs of the Full Inclusion Classroom. (1994). Competencies, skills, and knowledge teacher education programs need to teach the inclusion teacher. Emporia, KS: Author.

Descriptors: teacher education; curriculum; elementary; secondary

Abstract: The goal of Project Partnership was to determine the competencies, skills, and knowledge needed by elementary and secondary teachers to work with students in an inclusive educational setting. This document discusses 11 broad competencies prepared by the Project for university and college teacher training programs to add to their curriculum to accommodate the needs of the inclusive classroom.

Source: Project Partnership: Restructuring Teacher Education to Meet the Needs of the Full Inclusion Classroom
Teachers College
Emporia State University
Emporia, KS

Cost: free

Dover, W. (1994). The MASTER Teacher Inclusion Video Series. Manhattan, KS: The MASTER Teacher. [Videotape].

Descriptors: videos; co-teaching; curriculum modifications; team building; IEPs; checklists; adaptations; collaboration; planning

Abstract: The four tapes in this series are 1) "De-Mything Inclusion," 2) "Taking the First Step: Strategies for Effectively Communicating About Special Students," 3) "Strategies for Making Curriculum Modifications," and 4) "Strategies for Co-Planning and Co-Teaching."

"De-Mything Inclusion" dispels the five most prominent myths surrounding the subject of inclusion and takes viewers through the many service delivery models of inclusion.

"Taking the First Step" demonstrates several tools that can assist teachers in meeting individual student needs.

"Strategies for Making Curriculum Modifications" shows specific techniques for choosing and implementing appropriate supports and services.

"Strategies for Co-Planning and Co-Teaching" introduces additional tools to help teachers structure the instructional planning process, including guidelines for co-planning and co-teaching.

Source: The MASTER Teacher
Leadership Lane
P. O. Box 1207
Manhattan, KS 66502-0038
1 (800) 669-9633

Cost: $129.95 per tape or $498.00 for the set of four plus $3.95 shipping/insurance up to $149.99 and $5.95 for $150.00 and up

Inclusion (1994). Salt Lake City, UT. *The Video Journal of Education, 3*(9) [Videotape].

Descriptors: disabilities; teams; planning; socialization; philosophy

Abstract: This issue of *The Video Journal of Education* explores the philosophy, rationale, and tools of inclusion used to broaden learning opportunities for all students. The video features Jack Pearpoint and Marsha Forest, co-directors of the Center for Integrated Education and Community in Toronto, Ontario, with Judith Snow, lecturer and author. Teachers, administrators, and students discuss the positive values of inclusion. The package includes two videotapes, a soundtrack audio tape, and a teacher guidebook.

Videotape program one (33 minutes) highlights the following concepts:

- The philosophy and rationale of inclusion is that all children have a right to a quality education and they learn better when they are included with their peers.
- It is not the function of education to sort and label kids for the purpose of excluding them from learning opportunities available to others.
- The interactions and sharing that can occur with children in school is what makes inclusion rich and rewarding for everyone.
- The key ingredient for successful inclusion is teachers collaborating in teams.
- It is natural for teachers to feel frustration at not knowing how to help children with special needs. Staff development and training will help solve this problem.
- The three biggest obstacles to inclusion are fear, complacency, and control.

Videotape program two (33 minutes) emphasizes the following concepts:

- At the heart of inclusion is the belief that people are the most important thing in the world.
- The tools of inclusion help us all live better with one another.
- Three specific tools of inclusion are the Circles of Friends, the MAPS Process, and the Path Process.
- Teaming and planning for inclusion.
- The inclusive classroom.
- Moving students from isolation to interaction.
- Recognizing and developing the giftedness within all children.

Source: The Video Journal of Education
549 W. 3560 S.
Salt Lake City, UT 84115-9828
1 (800) 572-1153

Cost: $395 plus $7 shipping and handling; $25 preview applies to total

Colorado crafts inclusion definition. (1994, July). ***Inclusive Education Programs,*** **pp. 3 - 4.**

Descriptors: definitions; instructional practices

Abstract: This article reprints the definition of inclusion developed by members of Colorado's Special Education Services Unit. The definition defines what inclusion means at the building level as well as the classroom level, including 18 different strategies to build inclusive environments. Director of Special Education Fred Smokoski says the definition goes beyond merely defining inclusion to provide a broader vision of the "way we think schools ought to be."

Hammond, M., Jentzsch, C., & Menlove, M. (1994). Fostering inclusive schools and communities: A public relations guide. Salt Lake City, UT: Utah State Office of Education and Utah State University.

Descriptors: public relations; rural; parent involvement; community; philosophy; attitudes

Abstract: This public relations guide provides step-by-step instructions on implementing an effective, low-budget public relations campaign on the issue of inclusion. The follow chapter topics are included: Promoting an Image; Language, Attitudes and Disability; Publicity; Parent Involvement; Community Organizations; Employer/Business Participation; School Personnel Participation; Brochures and Newsletters; Speakers Bureau; and Rural Communities. Although many of the sources listed in the guide are specific to Utah, the information can be applied to other states as well.

Source: Utah State Office of Education
250 East 500 South
Salt Lake City, UT 8411-3204
(801) 538-7706

Cost: Free

Inclusion on the upswing, report to Congress says. (1994, October 29). ***The Special Educator,*** **94, p. 104.**

Descriptors: disabilities; placement; finance; regular education; special education

Abstract: This analysis of the U. S. Department of Education's 16th Annual Report to Congress on the Implementation of IDEA indicates that 35.7 percent of the nation's students with disabilities were placed in regular education classrooms for 80 percent of the school day during the 1991 - 92 school year. This represents an 8.4 percent increase over the previous school year.

The analysis also notes that although placement of students with disabilities in regular education classrooms increased, funding for special education did not significantly increase. The average allocation during the fiscal year 1993 was $411 per student--only $1 more than the previous school year.

Kauffman, J. M., & Hallahan, D. P. (1994). The illusion of full inclusion: A comprehensive critique of a current special education bandwagon. Austin, TX: PRO-ED.

Descriptors: policies; philosophy; regular education; special education; positions; deafness; blindness

Abstract: The essays in this book analyze the movement toward full inclusion of students with disabilities from a perspective that questions and cautions, lest the movement produce disappointment by "crushing" the very students it was supposed to defend. Part one places the full inclusion movement in historical context; Part two examines policies and commentaries; Part three discusses disability-specific issues, including blindness and deafness. Inclusionary placement for ALL students is questioned by many of the 15 authors whose essays are included in this collection. Statements from several disability related associations are included in the Appendix.

Source: PRO-ED
8700 Shoal Creek Blvd.
Austin, TX 78757
(512) 451-3246

Cost: $29.00

National Center on Educational Outcomes. (1993). Views on inclusion and testing accommodations for students with disabilities. Minneapolis, MN: University of Minnesota College of Education.

Descriptors: testing; assessment; accommodations; disabilities; outcomes; hearing impairment; deafness

Abstract: This document includes six articles addressing the issues of inclusion/ exclusion and accommodations. These articles, which reflect a diverse array of opinions concerning these issues, are: "Including Students with Disabilities in Systemic Efforts to Measure Outcomes: Why Ask Why?" by Bob Algozzine; "Inclusion and Adaptation in Assessment of Special Needs Students in Arizona," by Paul H. Koehler; "Inclusion of Children and Youth who are Hearing Impaired and Deaf in Outcomes Assessment," by Barbara L. Loeding and Jerry B. Crittenden; "Inclusion and Accommodation: 'You Can Tell What is Important to a society by the things it chooses to measure,'" by Jack Merwin; "Consequences and Incentives: Implications for Inclusion/ Exclusion Decisions Regarding Students With Disabilities in State and National Assessment Programs," by Daniel Reschly; and "Inclusion and Accommodation in Assessment at the Margins," by Maynard C. Reynolds.

Source: National Center on Educational Outcomes
College of Education
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

National Center on Educational Restructuring & Inclusion. (1994). National study on inclusive education. New York: Author.

Descriptors: inclusion; directory; restructuring

Abstract: This document is a directory of inclusive schools and school districts across the country. Descriptive narratives with program information accompany some of the entries. The introduction explores issues such as "Educational Restructuring and Inclusion," "A National Perspective on Special Education," and "What is Inclusion."

Source: National Center on Educational Restructuring & Inclusion (NCERI)
The Graduate School and University Center
The City University of New York
33 West 42 Street, New York, NY 10036

Cost: $9.00

Rhode Island Developmental Disabilities Council. (1993). Guide to inclusive education in Rhode Island: Resource persons and promising practices. Cranston, RI: Author.

Descriptors: directory; profiles; disabilities; peer support; transition; vocational education; careers; early childhood; resources; severe disabilities

Abstract: This resource guide describes resource persons and promising programs in the state, divided into five sections: early childhood; integration of students with severe disabilities; curriculum/ instructional issues; peer support; and vocational education, career planning, and transition. Profiles of five students who have been successfully integrated into regular education programs introduce each section of the document. A list of resource materials accompanies each section.

Source: Rhode Island Developmental Disabilities Council
Aime J. Forand Building
600 New London Ave.
Cranston, RI 02920
(401) 464-3191

Cost: free

Rhode Island Developmental Disabilities Council. (1991). Inclusive education guide: Resource persons and promising practices. Cranston, RI: Author.

Descriptors: directory; resources; early childhood; severe disabilities; curriculum; peer support; vocational education; transition; careers

Abstract: This resource guide describes resource persons and promising programs in the New England states of Rhode Island, Massachusetts, Connecticut, New Hampshire, and Vermont. The document is divided into five sections: early childhood; integration of students with severe disabilities; curriculum/ instructional issues; peer support; and vocational education, career planning, and transition. A list of resource materials accompanies each section.

Source: Rhode Island Developmental Disabilities Council
Aime J. Forand Building
600 New London Ave.
Cranston, RI 02920
(401) 464-3191

Cost: free

Schnepf, A., & Collins, K. (1994, Summer). CASE exemplary programs. ***The Principal Letters: Practices for Inclusive Schools, 16*****(4), 7 - 11.**

Descriptors: model programs

Abstract: This article profiles nine schools and school districts considered exemplary in their inclusion efforts from a field of 32 nominees reviewed by the Council of Administrators of Special Education. Schools and school districts in Bloomington, IN; Clinton, NJ; Pittsburg, PA; Ontario, Canada; Chicago, IL; Ontario, OR; Provo, UT; and Williston, VT are included. Profiles are one to four paragraphs in length.

Snart, F., & Vaselenak, L. (1993). Integration of students with special needs into educational settings: An annotated bibliography. (ERIC Reproduction Service No. ED 358 616)

Descriptors: bibliography; resources

Abstract: This annotated bibliography lists close to 1,200 journal articles published between 1985 and 1991 drawn primarily from the ERIC and PsychLit databases. Primary attention has been given to articles discussing the needs and methods of teaching students with mild to moderate disabilities. Specific topics include assessment, attitudes, cross-cultural issues, early education, adult education, secondary education, behavior problems or autism, communication problems, hearing impairments, cognitive disabilities, learning disabilities, physical disabilities, visual impairments, English as a second language, legal issues, program evaluations, physical education, social factors, teacher preparation and inservice, teaching methods, use of music, and use of computers and other technology. Entries are arranged alphabetically by author; a subject index is included.

State Parent-Educator Connection Program, Bureau of Special Education, Department of Education. (1993). Successful integration through home-school partnerships. Des Moines, IA: Author.

Descriptors: case studies; resources; legal issues; definitions; positions; checklists

Abstract: This document is a compilation of case studies of successful integration and various resources on the topic of inclusion. The four case studies are preceded by a list of factors which contributed to the success of the inclusion efforts described.

Source: State Parent-Educator Connection Program
Bureau of Special Education
Iowa Department of Education
Des Moines, IA
(515) 271-3936

Cost: free

INCLUSION BIBLIOGRAPHY DESCRIPTORS

academic performance
accessibility
accommodations
accountability
accountability
adaptations
administration
administrators
Alaska
Americans with Disabilities Act
Arizona
assessment
assistive technology
at risk
athletics
Attention Deficit Disorder
attitudes
autism
awareness
behavior
behavior disorders
behavior management
best practices
bilingual
blindness
California
careers
case studies
categorization
cerebral palsy
change process
Chapter 1
checklists
Circle of Friends
classroom management
classroom modifications
classroom strategies
classrooms
co-teaching
collaboration
collective bargaining
communication
community
community-based integrated instruction
consumers
cooperation
cooperative agreements
cooperative games
cooperative learning
cooperative teaching
cost-benefit
court cases
court decisions
cultural diversity
curricular adaptation
curriculum
curriculum-based management
data management
deaf-blindness
deafness
definitions
developmental disabilities
directory
disabilities
disability awareness
Down Syndrome
Down Syndrome
early childhood
educational reform
elementary
eligibility
employment
equipment
ethics
evaluation
exclusion
extracurricular activities
facilities
families
federal policy
finance
fiscal implications
forms
funding
gifted
goals
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grading
guidelines
Head Start
health
hearing impaired
higher education
hypotonia

identification
IEPs
IFSPs
inclusion facilitators
individualized instruction
Individuals with Disabilities Education Act
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inservice training
instruction
instructional strategies
integrated service delivery
integration
junior high
language
leadership
least restrictive environment
legal issues
legislation
local education agencies
mental retardation
mentoring
middle schools
mild disabilities
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model programs
moderate disabilities
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monitoring
newsletter
outcomes
paraprofessionals
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regular education
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service delivery
severe disabilities
site-based management
socialization
special education
staff development
staff training
superintendent
support
survey
systems change
teacher certification
teacher education
teacher preparation
teacher training
teachers
teaching strategies
team building
teams
technical assistance
testing
training
transition
transportation
traumatic brain injury
urban
videos
vision
visual impairments
vocational education